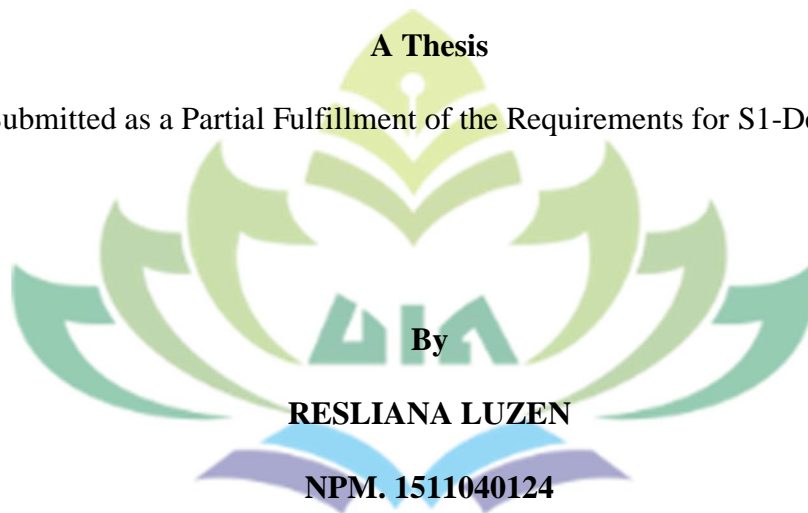


**IMPROVING STUDENTS' ABILITY IN WRITING A NARRATIVE TEXT  
BY USING A ROUNDTABLE TECHNIQUE AT TENTH GRADE OF MA  
AL KHAIRIYAH SIDOMULYO SOUTH LAMPUNG IN THE ACADEMIC  
YEAR OF 2019/2020**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



**By**

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**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2020**

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RADEN INTAN LAMPUNG  
2020**

## **ABSTRACT**

### **IMPROVING STUDENTS' ABILITY IN WRITING A NARRATIVE TEXT BY USING A ROUNDTABLE TECHNIQUE AT TENTH GRADE OF MA AL KHAIRIYAH SIDOMULYO SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

**By  
Resliana Luzen**

Writing is the process of putting ideas down on paper to transform thought into words, to give the structure and coherent organization. This research was about improving students' ability in writing a narrative text by using a roundtable technique at tenth grade of MA Al Khairiyah Sidomulyo South Lampung in the academic year of 2019/2020. Roundtable Technique is learning technique where the students take turn in their team generating their responses, solving problems, or making a contribution to a project. The tenth grade students' problem in learning writing were the students were not interested in writing and get difficult to write their ideas and developing their ideas. Roundtable technique gives enough opportunity for the student to be a good writer. It helps students understanding about writing and following the teaching and learning process well.

The researcher used collaborative action research as research design. It was conducted into three cycles and each cycle consisted of two meetings and involved four steps namely planning, action, observation and reflection. The research data were collected by using observation, questionnaire, and test. The subject of this research was X.1 class of the tenth grade of MA Al Khairiyah Sidomulyo Lampung Selatan which consist of 32 students.

After the data were analyzed, it was found that the result of the test after each cycle showed that there was significant improvement in students' writing skill, especially in writing narrative text. The mean score of the test in cycle I was 65.06, it improved into 71.38 from test in cycle II, and it improved into 77.78 from test in cycle III. The students were more interested in learning writing narrative text. Based on the result of this research, it can be concluded that there were the students improvement in writing skill in narrative text by using roundtable technique at the second semester of the tenth grade of MA Al Khairiyah Sidomulyo Lampung Selatan in the academic year of 2019/2020.

**Key words :** *Writing, Narrative Text, Roundtable*





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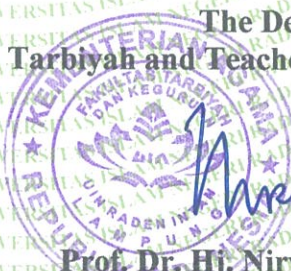
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## DECLARATION

I hereby that this thesis entitled “Improving Students’ Ability In Writing A Narrative Text By Using A Roundtable Technique At Tenth Grade Of Ma Al Khairiyah Sidomulyo South Lampung In The Academic Year Of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various source and they are properly acknowledge in the next.

Bandar Lampung, September 2020  
Declared by

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## **DEDICATION**

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Wahyu Adam and Mrs. Rasiyah who have already prayed and supported for my success and advice me all the time.
2. My beloved sister Neneng Nurhayati, S.Pd, my younger sister Nabiha Zhafira Adam, who always care for my study and motivate me to succeed. Thanks, I love you so much.
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لَكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتُ رَبِّي  
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would be words of My Lord even if we added another ocean like it for its aid.”<sup>1</sup> (QS. Al-Kahfi: 109)





## **CURRICULUM VITAE**

Resliana Luzen was born in Sidodadi, on October 27th 1997. She is the only one children of Mr. Luzen (alm) and Ms. Rasiyah. She has one step sister named Nabiha Zhafira Adam. She started her formal study at Elementary School of SDN 02 sidodadi and finished in 2009. After that she continued her school in Junior High Shool of MTs Daarul Huffaz Lampung and finished in 2012. Then she also continued her school in Senior High School of SMAN 1 Sidomulyo and finished in 2015. Then she continued her study at Raden Intan States Islamic University Lampung in 2015 in Tarbiyah and Teacher Training Faculty in English Education Study Program.

Bandar Lampung, September 2020

Resliana Luzen

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Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “Improving Students’ Ability in Writing A Narrative Text By Using A Roundtable Technique at Tenth Grade of MA Al Khairiyah Sidomulyo South Lampung In the Academic Year 2019/2020” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Nirva Diana, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training and his staff who have given an opportunity and the help for the researcher when on going the study until the accomplishment of this thesis.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, September 2020

The Researcher

**Resliana Luzen**

NPM.1511040124

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## CHAPTER I INTRODUCTION

### A. Background

Writing is a means to develop imagination, which is a means to develop thinking dispositions.<sup>1</sup> According to Sokolik, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>2</sup> In addition, Raimes states writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand.<sup>3</sup>

Writing is having ideas, organizing ideas, and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves.<sup>4</sup> Raimes states writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of students.<sup>5</sup> Based on statements above, it can be concluded that writing is an activity that we do to find and develop an idea by paying attention in use of grammar, spelling, and choose right words in writing, so that it can produce a good writing that can be

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<sup>1</sup> Gert Rijlaarsdm, Huub van den Bergh, Michel Couzijn, *Effective Learning and Teaching in Writing Second Edition* (New York: Kluwer Academic Publishers, 2005). p.

<sup>2</sup> Sokolik in Caroline Linse, David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill, 2005). p. 98

<sup>3</sup> Raimes in Imeldawardani, Hasan Basri, Abdul Waris, "Improving the Ability in Writing Descriptive Text through Guided-Question Technique", *e-journal of English Language Teaching Society(ELTS)*, vol. 02. No.01 (2014)

<sup>4</sup> Andrew P Johnson, *Teaching Reading and writing* (New York: United Kingdom, 2008), p. 203

<sup>5</sup> Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 11



understood by the readers. In addition, writing also helps the students to learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.<sup>6</sup>

Writing is a productive skill that can be done by following the rules or step by step. To produce good writing, we must know the rules for writing. The writing processes have four main stages, there are planning, drafting, revising, and editing.<sup>7</sup> From this explanation, it can be concluded that writing is an activity carried out in several stages and produces a writing that has clear meaning or purpose.

Writing is the most difficult skills to be learned and mastered by ESL.<sup>8</sup> United Kingdom and United States of America suggest that at least 30 to 35% of school students have difficulties in reading and writing.<sup>9</sup> Based on the result of preliminary research, many students at MA Al Khairiyah have difficulties in reading and writing. The difficulties they were found not only in choose the right words but also in brainstorm their ideas. Saddler confirms that writers typically exhibit major difficulties in writing at two levels, namely coping with grammar,

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<sup>6</sup> *Ibid*, p. 3

<sup>7</sup> Jack C Richards, Willy a Renandya, *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 315

<sup>8</sup> *Ibid*, p. 303

<sup>9</sup> Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Australia:ACER Press, 2008), p. 3

spelling, punctuation and handwriting in low level, and in higher level, the difficulties also higher than low level, namely generating ideas, sequencing the content and revising.<sup>10</sup> In addition, Sturm and Koppenhaver tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.<sup>11</sup> From explanation above, it can be concluded that the difficulties of writing is using grammar well, choose the right words, punctuation, choose the topic or theme, generating ideas and also when we have write we must revising the draft until the text sequences, cohesion and have the purpose clearly.

**Table 1**  
**Score of Students' Writing at the Tenth Grade of MA Al Khairiyah**  
**Sidomulyo South Lampung in the Academic Year 2018/2019**

No	Students' Score	The Number of Student			Total	Percentage
		X1	X2	X3		
1	≥71	15	17	18	50	55,5 %
2	<71	17	11	12	40	44,5 %
Total		32	28	30	90	100 %

*Source: teachers' Documentation of the tenth grade students of MA Al Khairiyah Sidomulyo South Lampung in academic year of 2018/2019*

Based on the table above, it can be explained that many students' score are still low. The results of interview done by the researcher at MA Al Khairiyah Sidomulyo on January 24<sup>th</sup> 2019, there were many students in MA Al Khairiyah that had difficulties in writing, and also many difficulties that found by students during English lesson take place, students find it difficult when translating a word or paragraph because of the lack of vocabulary in English and students are very

<sup>10</sup> *Ibid*, p. 58

<sup>11</sup> Sturm and Koppenhaver in Peter Westwood, *What Teachers Need...* p. 56

lazy to open their dictionary. They were also difficult in brainstorming and developing their ideas into good writing. English teacher in MA Al Khairiyah used free writing technique to teach writing, they used free writing technique and a few games in teaching and learning process, sometimes students feel confuse to start they writing. Students assume that writing is a very bored activity to do, that's why a teacher must have a strategy or a technique in teaching to create a happy situation in the classroom and make students more active in learning activities.

Students in the level of senior high school learn varieties of the texts. There are procedure text, recount text, narrative text, announcement text and descriptive text. In this research, the researcher only focuses on narrative text that should be mastered in tenth grade. Narrative text is a text, which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.<sup>12</sup> According to Setiawan, Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.<sup>13</sup> In writing narrative text, Setiawan also mention that are four components that must be cared they are orientation, complication, resolution and coda.<sup>14</sup>

To improve students' ability in writing, of course a teacher must use appropriate learning technique for students. There are several technique that can

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<sup>12</sup> Herlina, "Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented with Character Building", *English Education Journal*, Vol, 02. No. 02 (2012)

<sup>13</sup> Setiawan in Rayendriani fahmei Lubis, "Writing Narrative Text", *English Education Journal*, Vol. 02. No.01 (2014)

<sup>14</sup> *Ibid*,

be used in the teaching and learning process. In this study, the researcher used a Roundtable Technique, because Roundtable technique can help the students in brainstorming their ideas in writing and it can help students writing ability improve, as Mandal states that Roundtable Technique is useful for brainstorming because each student in the group take turns in starting their findings, ideas, or opinions and the ideas can be used to develop a piece of good paragraph on given topic.<sup>15</sup> In addition, according to Kagan Roundtable Technique is learning technique where the students take turn in their team generating their responses, solving problems, or making a contribution to a project.<sup>16</sup>

Writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for the students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment.<sup>17</sup> In addition, Jeremy Harmer states that a pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of the finished product.<sup>18</sup> It means that writing in groups can help the students to brainstorm their ideas, and also can motivate for students to do good writing and make the students more active in communication each other.

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<sup>15</sup> Mandal in Auliana Fitri, Fadli Azhar, Eliwarti, *"The Effect of Roundtable Technique on the Writing Ability in Recount Text"*, Riau University

<sup>16</sup> Spencer Kagan & Miguel Kagan. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing. 2009), p.6.34

<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Longman Publisher, 2001), p. 260

<sup>18</sup> Jeremy Harmer, *How to Teach Writing* (England: Longman Publisher, 2004), p. 12



Roundtable is important cooperative learning structures. In essence, students take turns in contributing to the group, in a written form for Roundtable. For roundtable, there is usually one piece of paper and one pen for the team. One student makes a contribution and then passes the paper and pen to the student on his or her left. The pen or paper literally goes around the table.<sup>19</sup>

There are three previous researchers who researched this technique. The first, Sri Sepianita about increasing the students' writing skill through roundtable technique at the second year students of SMPN 1 Sinjai Tengah. The result of this research showed that roundtable technique is effective and significant in increasing students' writing skill in term of students' writing content and organization. In this research, the score of post-test 7,6 is greater than pre-test 5,3. It means that there is a improvement of students' writing skill 2,4 (43,40%) by using roundtable technique and teaching English by using roundtable technique is effective for the students. This research only focused increasing students' writing skill in descriptive paragraph at SMPN 1 Sinjai Tengah.

The second, Anisa Husni Alkaromah about the use of roundtable technique to improve students' speaking skill at the second semester of the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2016/2017. The result of applying round table technique can give a significant influence towards students' speaking skill. Roundtable technique proves effective to improve students' speaking skill. It can be seen from the pre-test and post-test, the mean of pre-test

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<sup>19</sup> Spencer Kagan & Miguel Kagan. *Kagan Cooperative Learning*. p. 10.21

was 56.73 and post-test was 76.47. it means that roundtable technique can improve students' speaking skill well.

The third, Cici Puspasari about the effect of roundtable technique on students' writing of descriptive text (a quasi-experimental study at the tenth grade of MA Pembangunan UIN Jakarta in the academic year 2017/2018. The result of used roundtable technique discussion has a significant effect on students' writing of descriptive text at tenth grade students of MA Pembangunan UIN Jakarta. There was a significant difference in the students' writing of descriptive text who were taught by using roundtable technique discussion and the other who were taught only using conventional method. Additionally, the mean score of the experimental class was higher than controlled class. In her research proves that the effect of roundtable technique discussion on students' writing of descriptive text is positive and significant. Based on the analysis result of the research, the conclusion is drawn that there is a significant effect of using roundtable technique discussion on teaching writing of descriptive text at the tenth grade students of MA Pembangunan.

There are some differences between previous research and the current research. The previous research in Anisas' Thesis has been done at SMPN 3 Bandar Lampung, meanwhile the current research conducted at MA Al Khairiyah Sidomulyo. Anisas' Thesis used the roundtable technique to improve students' speaking skill, meanwhile the current research used the roundtable technique to improve students' ability in writing. In previous research used descriptive text in teaching writing and the current research used narrative text to teaching writing.

Those previous researches in Cici Puspitasaris' Thesis used quasi-experimental research design method and the current research used classroom action research, it means that the previous research and the current research used the different method.

This research used action research. Action research is conducted by a collaborator partnership of participants and researchers.<sup>20</sup> Geoffrey Mills identifies action research as any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.<sup>21</sup> Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practice.<sup>22</sup> In an aspect of education, there are several types of action research. According to Ferrance, action research can be divided into four types of research, namely independent action research, collaborative action research, school action research and regional research action research.<sup>23</sup> In this research used collaborative action research, the meaning of collaboration is involving other parties. It means that qualitative research, which tends to involve humans as

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<sup>20</sup> Bridget Somekh, *Action Research: a Methodology for Change and Development* (New York: Open University Press, 2006), p. 7

<sup>21</sup> Geoffrey Mills in Henning John E, Stone Jody M, Kelly James L, *Using Action Research to Improve Instruction: an Interactive Guide for Teachers* (New York: Taylor and Francis Routledge, 2009), p. 5

<sup>22</sup> Stephen Kemmis, Robin McTaggart, Rhonda Nixon, *The Action Research Planner Doing Critical Participatory Action Research* (Singapore: Springer Science+Business Media, 2014), p. 11

<sup>23</sup> Ferrance in Bambang Setiyadi. *Penelitian Tindakan untuk Guru dan Mahasiswa*. (Yogyakarta: Graha Ilmu, 2014), p. 9

subject of research, always involves other humans in their research. In research, the involvement of other parties varies greatly from the closest working relationship, namely: partnership between teacher as researchers to the very loose, namely the relationship between teachers and students.<sup>24</sup> Based on explanations above, it can be concluded that classroom action research is the research that happen or do in classroom and doing by researcher and teacher and also students in the class as the participant.

Kemmis also mentions that are four step to do action research: cycles of planning, acting, observing and reflecting. The aim of action research is to improve. Action research aims at improvement in three areas: firstly, the improvement of a practice; secondly, the improvement of the understanding of the practice by its practitioners; and thirdly, the improvement of the situation in which the practice takes place.<sup>25</sup>

Based on explanation above, the researcher concluded the title of this research is “Improving Students’ Ability in Writing a Narrative Text by Using a Roundtable Technique at Tenth Grade at MA Al Khairiyah Sidomulyo”

## **B. Focus of the Research**

Based on background of study above, this study focused on solving problem in writing narrative text that must mastering at tenth grade. The researcher used the Roundtable Technique to improve students’ ability in writing a narrative text at tenth grade at MA Al Khairiyah Sidomulyo

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<sup>24</sup> *Ibid*, p. 9-10

<sup>25</sup> Wilfred Carr, Stephen kemmis, *Becoming Critical Education, Knowledge and Action Research* (London:Deakin University Press, 1986), p. 165



### **C. Formulation of the Problem**

Based on the background, the question of the research can be formulated as follows:

1. How is the students' writing skill of narrative text improvement at Tenth grade after taught by using Roundtable Technique in MA Al Khairiyah Sidomulyo?
2. How is the students' activity in writing narrative text during the implementation of Roundtable Technique at tenth grade in MA Al Khairiyah Sidomulyo South Lampung?

### **D. Objectives of the Research**

Based on the formulation of the problem above, this study has research objectives as follows:

1. To find out the students' writing skill of Narrative text improvement after taught by using Roundtable Technique at Tenth grade in MA Al Khairiyah Sidomulyo.
2. To explain the students' activity in writing narrative text during the implementation of Roundtable Technique at tenth grade in MA Al Khairiyah Sidomulyo South Lampung.

### **E. The Use of Research**

There are some significances of this research; theoretical significances and practical significances. The expected benefits of this research both theoretical significances and practical significances are:

1. Theoretical Significance:

The result of this research can give some contributions to enlarge and to enrich the English language teaching methodologies especially the knowledge about Roundtable Technique which is hoped after reading this research, readers will have more understanding about Roundtable Technique as a way to teach English.

## 2. Practical Significance

### a. For Teacher

The result of this research can give an objective description to the teacher, how to teach writing narrative text to students through Roundtable Technique and hope that the teachers can develop language teaching methods and improve the quality of teaching learning process.

### b. For the students

The technique in this research can help students to increase their writing skill and also this research is expected to give information or contribution to other researchers who want to conduct more complex research especially in classroom action research.

## CHAPTER II REVIEW OF LITERATURE

### A. The Nature of Writing

#### 1. Definition of Writing

According to Hyland, Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>26</sup> Hyland also state that writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas.<sup>27</sup> It means writing is an activity pouring an idea that aims to form a writing that has meaning.

Writing is progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it.<sup>28</sup> According to Brown, writing is the process of putting ideas down on paper to transform thought into words, to give the structure and coherent organization.<sup>29</sup> It can be interpreted that writing is a process of transferring ideas, opinions, issues, knowledge to ensue such words in written form with appropriate structures and organizations. In addition, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand.<sup>30</sup>

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<sup>26</sup> Ken Hyland, *Second Language writing*, (New York: Cambridge University Press, 2003), p. 9

<sup>27</sup> *Ibid*, p. 9

<sup>28</sup> Alice Oshima, Ann Hogue, Addison Wesley, *Introducing to Academic Writing* (New York: Addison Wesley Publishing Company, 1996) p. 1

<sup>29</sup> H. Douglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy*, (New York: Longman Inc, 2001), p. 336

<sup>30</sup> Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p. 2

From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers and also when you want to write, you must think first what will you write and the readers easy to understand what you mean.

## 2. Characteristics of Writing

There are some characteristics of written language according to Brown:<sup>31</sup>

### a. Permanence

Written language is permanent because it can be read in many times. To increase students' confidence in writing, the teacher can help them to revise their product.

### b. Production time

Written language needs more times to achieve the final product. The problem is in educational context, students only have limited time. In addition, the teacher should train students to be a good writer in dealing with the limited times.

### c. Distance

One of the problems from written language is the distance between the writers and the readers. Each people have different interpretations so the writers need to read their own text from the readers' perspective.

### d. Orthography

There are various mechanics used in written language from simple to the complex.

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<sup>31</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (San Francisco: Longman Published, 2001), p. 303



e. Complexity

The complexity of written language is students have to learn how to make a clear illustration. They have to learn how to avoid redundancy, how to arrange sentences and how to revise a text.

f. Vocabulary

Written language has richer vocabulary than spoken language. Students have to choose the appropriate words to make a certain text.

g. Formality

There are some rules that students have to follow in writing texts, especially in academic writing. It is the most difficult activity for students because they have to follow more complex rules than the other types.

**B. Genres of Writing**

According to Brown, there are three types genre of writing:<sup>32</sup>

1. Academic writing: papers and general subject reports, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, and dissertations.
2. Job-related writing: messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals.
3. Personal writing : letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents,

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<sup>32</sup> H. Douglas Brown, *Language Assessment; Principles and Classroom Practices* (San Fransisco: Longman publishers 2003), p. 219

forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction.

### C. The Purposes of Writing

Elisabeth state some purpose of writing, there are to express the writer's feeling, to entertain the readers through aesthetical materials, to inform, to persuade the readers about the writer's opinion, concept and ideas.<sup>33</sup> Writing to express the writer's feeling it means writer express their own opinion like personal letter, writing to entertain it means you want your audience to be amused by your writing, writing to inform it means you want your readers to gain some knowledge from your writing. Writing to persuade it means you want your readers to agree with an opinion or to accept an idea.

According to Hugo Hartig in H. R. Tarigan's book, the purposes of writing are:<sup>34</sup>

#### 1. Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

##### a. Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

##### b. Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared.

##### c. Informational purpose

<sup>33</sup> Elizabeth McMahan, Robert Funk, Susan, Linda Coleman, *Literature and the Writing Process* (New York: Pearson Education, 2017), p. 7

<sup>34</sup> Hugo Hartig in H. R. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkara, 1986), p. 21

This purpose is to give information or explanation to the readers.

d. Self-expressive purpose

This purpose is to introduce or defined author to the readers.

e. Creative purpose

It has deep relation with self-expressive purpose, but it has “creative will”. It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic value, and art value.

f. Problem solving purpose

The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.

## **D. Teaching of Writing**

### **1. Approaches to Teaching Writing**

There are several approaches that can be implemented in the practice of writing skills both in and outside the classroom. The teacher should choose an approach that will be used before she/he asks students to write their own texts. It will make them pay attention to their writing. There are two main approaches which are the product and process. In practicing writing skills, students may pay attention to the final product of their writing or to the writing process itself. Harmer states when we concentrating on the product we are only interested in the aim of a task and in the end of product. Those who advocate process approach writing, however, pay attention to the various stages that any piece of writing

through.<sup>35</sup> The product approach focuses on the final product, while the process approach pays attention to the process of how students develop their writing.

There is an advantage of getting students to pay attention to the process of writing more. Students cannot spend the whole time in the classroom to write, because they also need to learn other skills. And it also cannot be done in a short period of time. However, Harmer states the various stages may well involve discussion, research, language study, and considerable amount of interaction between teacher and students, between the students themselves so that when process writing is handled appropriately it stretches across the whole curriculum.<sup>36</sup> It can be said the process approach has various stages that represent the whole curriculum.

There are several typical writing activities in the process approach mentioned by Brown:<sup>37</sup>

- a. Focus on the process of writing that leads to the final written products,
- b. Help student writers to understand their own composing process,
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d. Give students time to write and rewrite,
- e. Let students discover what they want to say as they write,

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<sup>35</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (Longman Publisher, 2001), p. 257

<sup>36</sup> *Ibid*, p. 258

<sup>37</sup> H. Douglas Brown, *Teaching by Principlesan Interactive Approach to Language Pedagogy second Edition* (longmang Publisher, 2004), p. 335



- f. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g. Include individual conferences between teacher and student during the process of composition.

## 2. Process of Writing

According to Donald Graves, there are five step process of writing.<sup>38</sup>

*Step 1: Prewriting.* The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (*described* below) are all ways to generate ideas. It means that prewriting is process to think what we will write, and process to develop the ideas.

*Step 2: Drafting.* Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. It means that drafting is process to produce writing on paper.

*Step 3: Revising.* This is the heart of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around. It means that revising is process to the process for revising a draft that we

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<sup>38</sup> Donald Graves in Andrew P. Johnson, *Teaching Reading and writing; A Guidebook for tutoring and Remediating Students* (New York: Rowman and Littlefield Education, 2008), p. 179

consider must be corrected. Graves said that not all drafts must go through this stage. Students are given the choice to choose the draft part that they want to revise, and other draft sections can be stored in a file as part of the student's writing experience

*Step 4: Editing.* This is the stage where grammar, spelling, and punctuation errors are corrected. One last thing about the editing phase: Real writers edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. It means that process of editing must have paying attention in grammar, spelling, and punctuation.

*Step 5: Publishing and sharing.* This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

### **3. Roles of the Teacher**

According to Harmer there are three roles of the teacher in the writing class that are especially important. They are explained below:<sup>39</sup>

#### **a. Motivator**

There are situations where the teacher should motivate students for example when they get difficulty to write. She/he should motivate them and

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<sup>39</sup> Jeremy Harmer, *The Practice of English Language Teaching...* p. 261-262

create good situations for them to develop ideas. The teacher should persuade and encourage them to work on their writing.

b. Resource

Being a resource means that the teacher must be ready to supply information and language to assist students. She/he also offers advice and suggestion in a constructive and tactful way.

c. Feedback provider

The last teacher's role in the process of writing is feedback provider. The teacher is expected to give feedback on students' writing positively and encouragingly. This role refers to how she/he gives respond to the content of what they have written. The feedback given to them must be based on what their needs at their levels of proficiency.

As summary, the teacher is required to be able to perform those roles in the process of writing. She/he has to be responsible in guiding and facilitating students' writing by being a good motivator, resource and feedback provider. Roles of the teacher would support students to be better writers.

## **E. Assesement of Writing**

Whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.<sup>40</sup> An assessment is important in the teaching activity. It can be done during the teaching activity and also in the end of the activity. By conducting an assessment, the teacher will know how far their students' levels of

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<sup>40</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004), p. 4

proficiency are. They may use the assessment result to evaluate their own teaching activity or technique and to encourage them to evaluate their own learning.

According to Genesee and Upshur there are two general types of scoring students' writing namely holistic and analytic scoring.<sup>41</sup> In holistic scoring, the teacher only gives a single score which represents his/her overall impressions and judgments of students' writing. There is no specific aspect used by her. Genesee and Upshur emphasize that this type of scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing. While in analytic scoring, the teacher gives a separate score based on different components. Analytic scoring provides more detailed information about a test taker's performance in different aspects of writing. Students' writing is rated on some components such as content, organization, grammar, vocabulary, or mechanics.

#### **F. Text Type**

In writing, there are some texts that should be taught by the teacher. According to Brown, some types of written text are nonfiction, fiction, letters, greeting cards, diaries, journal, memos, message, announcements, newspaper, academic writing, forms, application, questionnaire, directions, labels, signs, bills, map, manuals, menus, schedule, advertisements, invitations, directories and comic strips.<sup>42</sup>

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<sup>41</sup> Genesee, F and Upshur, J. A, *Classroom-based Evaluation in Second Language Education*. (Cambridge: Cambridge University Press, 1997), p. 206

<sup>42</sup> H. Douglas Brown, *Teaching by Principles*.. p. 302

Linda Gerot states that there are some types of written text are spoof text, recount text, report text, analytical exposition text, news item text, narrative text, procedure text, descriptive text, hortatory exposition text, explanation text, and review text.<sup>43</sup>

- Spoof text is text to retell an event with a humorous twist
- Recount text is text to retell events for the purpose of informing or entertaining.
- Report text is text to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.
- Analytical Exposition text is text to persuade the reader or listener that something is the case.
- News Item text is text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important
- Narrative text is text to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- Procedure text is text to describe how something is accomplished through a sequence of actions or steps.
- Descriptive text is text to describe a particular person, place or thing.
- Hortatory Exposition text is text to persuade the reader or listener that something should or should not be the case.

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<sup>43</sup> Linda Gerot and Petter Wignell, *Making Sense of Functional Grammar* (Queensland: Antipadean Educational Enterprises Publishing, 1994), p. 152



- Explanation text is text to explain the processes involved in the formation or workings of natural or sociocultural phenomena
- Review text is text to critique an art work or event for a public audience

### G. Definition of Narrative Text

According to Langan, Narrative is storytelling, whether relating a single story or several related ones. Narrative text is a story conveyed to entertain the readers or listeners.<sup>44</sup> Wardiman States that narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers.<sup>45</sup> In addition, Childs states that narrative writing is the way to present a story that consists of events that happen one after the other and the story you tell can be true or fictional.<sup>46</sup> It means that narrative is the text with a purpose to entertain listener or readers and narrative is the kinds of true or fictional story that has happened in the past.

A.S Hornby in Oxford Advanced Learner's Dictionary defines Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.<sup>47</sup> It similarly with John Langan says, Narration is a writer tells the story of something that happened through narrative, we make statement clear by relating in detail something that has happened to us.<sup>48</sup> According to Setiawan, Narrative is

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<sup>44</sup> John Langan, *College Writing Skills with Readings Seventh Edition*, (New York: NY McGraw Hill, 2005)

<sup>45</sup> Wardiman, *English in Focus for Grade VII Junior High School*, (Jakarta: Pusat Perbukuan Depdiknas, 2008)

<sup>46</sup> Leslie Childs, *Writing Paragraph and The Writing Process*. Proposed from Dewi Nashri Hasan and M. Sayid Wijayas' journal about *Storyboard in Teaching Writing Narrative Text*, (Canada: Winter, 1999)

<sup>47</sup> A. S Hornby in Rayendriani Fahmei Lubis, "*Writing Narrative Text*", *English Education*, Vol. 02. No. 01 (2014)

<sup>48</sup> John Langan, *Collage Writing Skills with Readings*, (New York: MC Graw-Mill Book Company, 1986), p. 111

kinds of text about story of legend and resolution to amuse and to give entertain to readers.<sup>49</sup> On the other hand, according to Pardiyono, Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.<sup>50</sup>

From the statements above, it can be conclude that narrative is a story telling about something that happened in the past and the purpose of narrative is to entertain and to amuse the reader and listeners.

## **H. The Example of Narrative Text**

### **The Legend of Tangkuban Perahu Mountain**

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

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<sup>49</sup> Otong Setiawan Djuharie, *Genre*, (Bnadung: Yrama Widya, 2007), p. 41

<sup>50</sup> Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p. 94

Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

## I. Generic Structure of Narrative Text

According to Setiawan, to write narrative text, there are four components that must be care, orientation, complication, resolution, and coda.<sup>51</sup>

### a. Orientation

Orientation is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

### b. Complication

Complication is the main body of the story. This section includes the part that contains a problem in the story. Sometimes, the problems that arise are not only one, this causes tension from the readers.

### c. Resolution

In resolution, the crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

### d. Coda

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<sup>51</sup> Otong Setiawan in Rayendriani Fahmei Lubis, "*Writing Narrative Text*", English Education, Vol. 02. No. 01 (2014)

Coda is the describe reflection or evaluation the conflict about narrative.

#### **J. Kinds of Narrative Text**

Narrative text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both in various sources Narrative text can be found in the form: fables (stories about animals behave like humans pictured), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experience written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up).<sup>52</sup> Fable is a story about animal which behave like human. Fairy tale is story which relates much which magic things. Myth is stories that are believed by some people but the stories can not be true. Science fiction is stories which explore the science as the background or plot of the whole story. Legend is simple a story which relates to on how a place is formed. In this research, the researcher used the legend story that to be taught to the students in second semester at tenth grade senior high school.

#### **K. Approach, Method and Technique**

According to Cambridge international Dictionary, method means a particular way of doing something and approach refers to different theories about the nature and acquisitions as language or how languages are learned.<sup>53</sup> There are

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<sup>52</sup> Mislaini, Improving Students' Reading Comprehension Of Narrative Text By Using Fable, University Of Pasir Pengaraian, 2015

<sup>53</sup> M. F Parel, Praven M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers, 2013), p. 89

types of approach: structural approach and communicative approach. The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. The communicative approach is a learner centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say.

Methodology is systematic and scientific way of teaching any subject. It guides teacher “how to teach” and “how his teaching may be effective”. It is very necessary for teacher to know various types of methods and technique of teaching English. Anthony defines the term method as a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well.<sup>54</sup> Method may also be defined as the process of planning, selection and grading language materials and items, technique of teaching, etc.<sup>55</sup> There are types of method, the grammar translation method, the direct method, the bilingual method, the reading method, the situation method.

In addition Anthony states that approach is a set of correlative assumptions dealing with the nature of language teaching and learning. Method is an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A technique is implementation, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an

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<sup>54</sup> *Ibid*, p. 71

<sup>55</sup> M. F Parel, Praven M. Jain, *English Language Teaching...* p. 71



approach as well.<sup>56</sup> The example of technique in teaching writing there are, free writing technique, think-pair-solo technique, roundtable technique.

#### **L. Definition of Roundtable Technique**

According to Kagan “Roundtable Technique is learning technique where the students take turn in their team generating their responses, solving problems, or making a contribution to a project”.<sup>57</sup> Barkley also state Roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. It is a written version of Round Robin Brainstorming. It can lead students to be active and responsible in their group. Thus, each member of the group is responsible for instruction given.<sup>58</sup>

Roundtable Technique is one of the effective technique in the cooperative writing. It will make the writing process becoming easier and building team spirit of the students. According to Alberta, Roundtable is a technique to provide students with an opportunity to share ideas, express opinions and create written text in quick and efficient fashion.<sup>59</sup>

Based on explanation above it can be concluded that roundtable technique is effective technique to teach writing in group and can help students to brainstorming their ideas to writing in groups. Roundtable technique is also an

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<sup>56</sup> Anthony Edwar in Jack C. Richards, Theodore S. Rodgers, *Approaches and Methods in Language Teaching Second Edition*, (United States of America: Cambridge University Press, 2001), p. 19

<sup>57</sup> Spencer Kagan & Miguel Kagan. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing. 2009), p.6.34

<sup>58</sup> Barkley in Rezki Adelina, *The Use of Roundtable Technique to Improve Students' Writing Skill of Narative Text*, UIN Alauddin Makasar, 2017

<sup>59</sup> Alberta in Nurhasanah, *Improving Students' ability in Writing a Procedure Texts by Using Roundtable Technique*, Universitas bengkulu, 2014

active learning activity, it means that the students' role is bigger than the teacher in the classroom and make students more active in classroom.

#### **M. The Procedure of Roundtable Technique**

According to Kagan, the steps of Roundtable Technique are :

- a. The teacher assigns a topic or question and provides think time.
- b. All four students respond, and students writing, drawing or building something
- c. The teacher signals time, or students place thumbs up when done with the problem
- d. Students pass papers or projects one person clockwise.
- e. Students continue, adding to what was already completed
- f. Continue, starting at step 3.<sup>60</sup>

According to Lie proposed the following steps for teaching writing by using Roundtable as follows:

- a. Students are formed in some groups, each group consists of four to six students in heterogeneous. Each student sits in accordance with the group to the position of form a small circle around the table.
- b. Students discuss in its group on a theme and equalize perception. Each member group gives the idea related to the theme in turn the paper that has been distributed.

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<sup>60</sup> Spencer Kagan & Miguel Kagan. *Kagan Cooperative Learning...* p.6.34

- c. The first student, donates the idea, continued next students, and so on until the last student. The compiling of the ideas should be made in collaboration.
- d. Ideas accumulated used as group members to draw up an essay individually, each story of students has been created be exchanged and discussed in the group to repairing or editing.
- e. Each group asked to choose and determine one of the story or theme its group to be shown on the front of the class
- f. The representation of each group should read the best writing that had been made by each group as well as to determine one to three of the best writing in each large groups (class).
- g. Under the guidance of teachers, writing that is best used as the large group discussions (class).<sup>61</sup>

Based on the procedure of roundtable technique by Kagan and Lie, in this research, the researcher combine the procedure to teach writing narrative text. There are following steps to teach writing narrative text by using roundtable technique:

- a. Teacher divides students into groups.
- b. One group consists of four students.
- c. Students sit with their groups and form a circle.
- d. Teacher provides a topic to students.

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<sup>61</sup> Anita Lie proposed from Muammar Khadafi, "Teaching Narrative Writing By Using Roundtable Technique", Jurnal Pendidikan dan Pengajaran, Vol, 04. No. 02 (2017)

- e. The first student writes the idea and moves to the second student to write the idea, and continue until the last student. The result of students' writing in the form of an outline.
- f. After finish, each student write the narrative text based on the outline that they have made.

#### **N. Advantages of Roundtable Technique**

According to Kagan, Working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life.<sup>62</sup> It means when students learning in a team, they can work together with others and make students more active in learning activities. In Roundtable technique, each students must have an answer to a question that given by teacher, of course this activity makes students have a sense of responsibility to themselves.

#### **O. Disadvantages of Roundtable Technique**

Mandal states that Roundtable is a technique that useful for brainstorming because each student in group take turns in starting their findings, ideas, or opinions.<sup>63</sup> In Roundtable technique, students are divided into groups and each group consist four students, when the first student writes, then the other students wait their turn to write and make the students feel bored, and sometimes the students are confused how to do the technique because the students confused where to start writing, that's way a teacher must have a skills to apply the

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<sup>62</sup> Spencer Kagan & Miguel Kagan. *Kagan Cooperative Learning...* p. 7.1

<sup>63</sup> Mandal in Auliana Fitri, Fadli Azhar, Eliwarti, "The Effect of Roundtable Technique on the Writing Ability in Recount Text", Riau University

technique in a way that doesn't make the students confused and bored with this technique.

**P. Hypothesis**

In the classroom action research the writer used the hypothesis, and the hypothesis of the research is “The Implementation of Roundtable Technique can improve the students' ability in writing Narrative Text of Tenth Grade senior high school at MA Al Khairiyah Sidomulyo South Lampung in the academic year 2019/2020”





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, researcher used Classroom Action Research (CAR). Classroom Action Research is a kind of research that is conducted in the classroom by the teacher. As states by Ann Burn that Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.<sup>64</sup> In addition Ary also states that action research is conducted by insiders, it can by the practitioner or by the teacher.<sup>65</sup> It means this research had conducted in the classroom by the teacher and also by the collaborator.

Kunandar explains that classroom action research has three elements or concepts, namely: first, research is the activity of observing a certain object through scientific methodology of collecting data and analyzing to resolve a problem. Second, action is an activity that was done with a specific purpose in the form of activity cycle to repair or increase quality of teaching and learning process. Third, class is a group of students who receive the same lessons from a teacher at the same time.<sup>66</sup>

According to Kemmis and Carr, action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to

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<sup>64</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge Publisher, 2010), p. 5

<sup>65</sup> Donald Ary, Lucy Cheser, Chris Sorensen, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p. 517

<sup>66</sup> Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 45)

improve the rationality and justice of their own practice, their understanding of these practices, and the situation in which the practices are carried out.<sup>67</sup> Hendricks also states that Action research is a powerful tool for studying and improving one's practice.<sup>68</sup> In addition, Fraenkel states that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.<sup>69</sup>

Based on explanations above it can be conclude that action research or classroom action research is a research conducted in classroom by the teacher and collaborator and also any participant. In addition that action research is method that used to improve the quality of teaching and learning condition in a class scientifically throughout systematic processes. The processes are planning, acting, observing and reflecting.

## **B. Research Setting**

This research conducted at MA Al Khairiyah Sidomulyo South Lampung in academic year 2019/2020. This school is located at jl. Slamet Riyadi Kecamatan Sidomulyo Lampung Selatan. There are 9 Classes and each class there are 30 until 35 students.

## **C. Research Subject**

This research conducted in tenth grade students of MA Al Khairiyah Sidomulyo South Lampung. The researcher take one class X-1 consists 32

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<sup>67</sup> Wilfred Carr, Stephen kemmis, *Becoming Critical Education, Knowledge and Action Research* (London:Deakin University Press, 1986), p. 162

<sup>68</sup> Hendricks in Donald Ary, Lucy Cheser, Chris Sorensen, *Introduction to Research...* p. 512

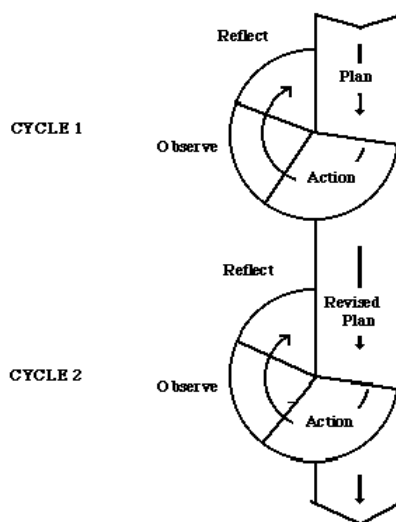
<sup>69</sup> Jack R. Fraenkel, Norman E wallen, Helen H. Hyun, *How to Design and Evaluate Research in Education Eight Edition*, (New York: MC Graw-Hill, 1932), p. 588

students. Based on the result in preliminary research, in X-1 class researcher found students' problems in writing, so that researcher choose X-1 class as the subject in this research.

#### D. Research Procedures

In conducting the research, the researcher used the procedure of classroom action research. This research process consisted of planning, action, observation, and reflection. The action research can be drawn in the scheme below.<sup>70</sup>

**Figure 1**  
**Prosedure of Classroom Action Research**



##### 1. Planning

In this step, the researcher prepared all things that related to the lesson. The first, the researcher tried to compose a lesson plan which based on *syllabus* of English for tenth grade of senior high school in the second semester, the material is legend. Legend is one of material in the second semester at tenth grade. Then,

<sup>70</sup> Anne Burns, *Doing Action Research...*, p. 9

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